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ABSTRACT

Acceptance of handicapped students by their peers is a major component of success in the mainstreamed classroom. How teachers plan for interactions and lessons determines the degree to which social acceptance is achieved. The teacher's behavior models desired social acceptance, and the structure of learning activities evidence academic expectations. If the goal of successful mainstreaming is to be achieved, renewed emphasis must be made on what and how a teacher provides for both social and academic objectives. Good teaching has generic components appropriate for facilitating the learning of all children. Teaching behaviors supportive of social and academic integration in the regular classroom include: (1) structured time and a business-like climate; (2) questioning skills that aid understanding and problem solving and that evidence a sensitivity to student learning preference; (3) large group interaction patterns and supervision of small group work; (4) clear educational strategies that demonstrate a systematic approach and continuity in lesson development; (5) praise and encouragement; (6) use of accurate, prompt feedback; (7) performance standards and teacher expectations that emphasize learning and achievement; (8) use of structuring comments to bridge learning in a unified whole; (9) provision for self-paced, independent, and cooperative learning experiences; and (10) strategies which enhance the development of a realistic self-concept. (JD)

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TEACHING BEHAVIORS EFFECTIVE
in
MAINSTREAM CLASSROOMS

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TEACHING BEHAVIORS EFFECTIVE IN MAINSTREAM CLASSROOMS

Classroom teachers may find themselves in a serious quandary as a result of P.L. 94-142. Although most educators have no problem with the goal of equal educational opportunity for all students, the practical implications for the regular classroom create major concern. Many feel their preparation programs failed to equip them to accommodate the range of human ability, learning styles and achievement found in the mainstream classroom (Dunn and Cole, 1979).

Unique needs of some exceptional students require specialists, and regular classroom teachers should not be expected to demonstrate all the skills of a specialist. Those exceptions require collaboration with resource personnel. However, for the day-to-day procedures in the mainstream classroom, regular teachers have skills that are effective. Good teaching has generic components appropriate to facilitate the learning in all children. These teaching principles need to be identified, polished and practiced for their benefit in America's classrooms. What teachers do makes a difference; how they teach has profound impact on students. If the goal of mainstreaming (successful integration) is to be achieved, renewed emphasis must be made on what and how a teacher provides for both social and academic objectives. Effective strategies have been identified; these need to be more visible in the classroom prior to placement if the least restrictive environment is to be a reality.

Effective teaching patterns stem from beliefs and perceptions, and these attitudes directly influence the quality and quantity of the interactions we call teaching. Teacher behavior models desired social acceptance and the structure of learning activities evidence academic expectations. It is the linkage of these patterns that result in meaningful mainstream placements.

Each of us -- parents, teachers, peers -- need to be sensitive to our perceptions and first impressions. These may dictate responses to others and even conjure a "label" or classification that influences future interactions. There is a tendency to respond with less supportive and less motivating interactions to those we perceive "unable" (Kerman, 1979). Teachers (and others) withdraw learning opportunities, feedback and encouragement from those considered unable or low achieving. This behavior in itself models a degree of non-acceptance that is picked up by classmates. The student to whom the inequality is directed can't conquer the "hidden curriculum" (social acceptance) which is critical to learning. Educators and parents who consciously demonstrate

positive and supportive behaviors build on the self-concept. The worth and value of the individual is preserved. We don't accept misbehavior, but the focus remains on the act, not the person. Extreme criticism, sarcasm and belittling statements erode the self-concept. Classrooms in which these behaviors occurred reported lower cooperation and achievement for all students. In contrast, cooperation is a viable factor for acceptance. Learning activities that emphasize the interdependence of learning in contrast to the traditional competitive format support constructive student-student interactions and increased peer acceptance (Johnson and Johnson, 1980). Social survival skills are taught very effectively by peers in the natural give and take related to mastery learning (Fiske, 1980). Working in pairs contributed attitudinal and academic growth for both members (Hartley, 1977). In the tutor-tutee interaction, feedback and correctives provide the basis for taking the next step. Self-awareness is necessary for self-correction (Whinbey and Lockhead, 1980). Learning alone together, as Johnson and Johnson (1980) report, addresses individualizing instruction. Options within a cooperative learning format recognize student learning styles, allowing greater visibility of personal and group success. Acceptance is a major component of success in the mainstream classroom. How teachers plan for interactions and lessons determines the degree to which social acceptance is achieved.

Social and academic success go hand in hand. I venture that in the absence of social acceptance, little academic growth can be measured. Behaviors that are valued as needed social skills are taught through positive reinforcement and modeling. Opportunities for motivating reinforcement evolve from the organizational patterns of the teacher. The patterns are evidenced in continuity of lesson planning and the provision to interact equitably with all students. These teaching styles move mainstreaming from mere co-mingling to purposeful integration. The teaching behavior foremost in classrooms is "questioning." Inquiry skills permeate learning activities and provide a variety of response opportunities for students. The practice of probing, or extending the questioning pattern, represents a behavior supportive of achievement for all students.

Probing encourages student expansion of the answer and utilizes rephrasing to clarify the question; both activities are effective in maintaining student contact with subject matter (Tikunoff, 1975). Delving (another term for probing) emphasizes focused learning time in which students are provided additional in-

formation, time or clues to enable completion of the request (Baker and Snow, 1972). Teachers tend to repeat or rephrase questions 67% of the time to students perceived as able; yet, for students perceived as less able, help was provided only 38% of the time and the opportunity to respond was terminated 62% of the time (Good and Brophy, 1971a).

Probing patterns are most often used with questioning skills. For a question to have instructional effect, the student needs to make a response (Anderson and Faust, 1972). The probability of response is increased when students are provided additional information following the question (Andre, 1979).

Probing allows the teacher to pose options for acceptable answers which acknowledge a higher level of thinking and the student's preferred mode of learning. Probing also serves as an effective vehicle for developing problem solving skills. Analyzing relevant information, and identifying what information is needed in the thinking aloud stage imposes a systematic approach which is transferable to other learning situations. Thinking aloud provides wider student participation with increased opportunities for positive feedback and encouragement. Positive reinforcement in each stage of problem solving emphasizes application skills, not merely speed.

Closely associated with the teaching style of probing or questioning skills is its counterpart "listening." How well do we listen? How often do we tell others to listen more carefully, yet fail to hear what is said?

Paired with attentive listening are the nonverbal behaviors of eye contact, nods and a relaxed body stance. Each of these says, "I care." That message is read as more credible than saying, "I'm listening" when, in fact, the teacher is doing something else. By modeling attentive listening, the teacher indicates to the rest of the class that what everyone has to say is important. Acceptance is demonstrated in verbal and nonverbal communication skills associated with listening. Students spend the majority of their instruction time listening. Coupled with the fact that much of that class time is spent waiting to have the opportunity to interact, and when that occasion finally arrives, it is disappointing to realize the teacher is not listening (Jackson, 1968).

Effective teachers consciously work toward listening and responding equitably to all students. Hopefully, the increased awareness of one's tendency to "tune out" perceived low achievers will heighten efforts to

demonstrate active listening behaviors thus modeling for all students the courtesy of attending when another speaks. Courtesy supports the social integration goals while the communication skills of attending and active listening and reflecting provide positive and sustaining feedback -- two teaching variables effective in mainstream classrooms (Larrivee, 1981).

Probing techniques support learning by clarifying and extending dialogue associated with questions and answers. A teaching style that furthers student academic gains relates to unifying learning fragments. These strategies provide an intellectual bridge or link between what has happened and what is about to happen. Such structuring comments by the teacher include verbal markers such as: "This is important" or "Be sure to remember. . ." These structuring comments facilitate outlining the lesson and note taking. Stating (and writing) a brief overview of content, achievement expectations and the standard for evaluation prior to the lesson provides a business-like orientation. Classrooms which evidenced an emphasis on learning and achievement as contrasted with a social emphasis report increased academic gains (Fortune, 1967).

Techniques supportive of student achievement included the addition of content related information during discussion and prior to questioning (Andre, 1979). Continuing the information base is a group alerting strategy that helps to maintain student attention to task.

For all students to meet with success in the classroom, there must be sufficient opportunity to learn criterion material. Time on task is crucial for these occasions to be adequately structured (McDonald, 1975).

The opportunity to learn is directly related to management behaviors demonstrated by the teacher. A teacher's orientation toward cognitive learning activities is reflected in the organizational procedures used in daily classroom activities. Effective management of transitions in learning activities contributes significantly to the level of focused learning time for all students. Focused instruction or on-task behaviors were observed in classrooms where learning tasks were paced for different ability levels and where teacher delivery patterns were sequential, concise, with a minimum of interruption (Tikunoff, 1975).

Teaching techniques that reduce time loss in changing activities relate to verbal directions. Confusing information such as starting a lesson, then giving the homework assignment for the content just finished, is not only distracting, but decreases student achievement. A consistent pattern of

Teaching Behaviors Effective in Mainstream Classrooms (continued)

interaction reduces fragmented and disjointed instruction.

Management strategies such as group alerting cues, props and student record keeping increase responsibility for one's learning while providing a measure of self-paced learning.

Teacher behaviors that orchestrate efficient management and reinforcement of learning focus on purposeful learning activities appropriate for all students.

Student learning is the measure of effective mainstreaming. Teaching behaviors supportive of social and academic integration in the regular classroom include:

1) structured time and a business-like climate
2) questioning skills directed to aid understanding, problem solving and evidence a sensitivity to student learning preference
3) large group interaction patterns and supervision of small group work
4) clarity which demonstrates a systematic approach and continuity in lesson development
5) quality of praise and encouragement
6) use of accurate, prompt feedback
7) standard of performance and teacher expectation with an emphasis on learning and achievement
8) use of structuring comments to bridge learning in a unified whole
9) provision for self-pacing, independent and cooperative learning experiences
10) strategies which enhance the development of a realistic self-concept

These specific teaching behaviors have been identified as supporting the educational progress of all students (Rosenshine and Furst, 1973; Munroe, 1981). Teachers who practice these motivating patterns equitably with all students make teacher effectiveness a reality. What they do, makes a difference!

EFFECTIVE TEACHER BEHAVIORS

SEGMENT	A INSTRUCTIONAL	B INDIVIDUAL REGARD	C MANAGERIAL
I	Learning Involvement	Feedback	Monitoring
II	Individual Help	Encouragement	Acceptance
III	Latency	Listening	Personal Interest
IV	Probing	Structuring Comments	Transitions
V	Questioning	Touching	Desist

Munroe, 1982

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Probing	Restating or rephrasing question; providing learning clue, clarify vocabulary in non-threatening manner; additional information. Short explanatory statements followed by student involvement (drill). Support or extend student participation. Expansion of student response by another student. Reduce teacher role as source of all knowledge. Problem-solving exercises to develop skills in generalizing and interpreting results. Maintain task orientation. Transfer or application of learning to a new situation. Support total group achievement -- provide options for demonstrating mastery of content. Encourage students to inquire, think independently, imagine. Use a group of episodes to illustrate interrelation of learning (reduce fragmented learning).	After 5 seconds, "Let me try it another way..." Display an example of the object. Ask another to restate the question. Match clue with student's best style or mode of learning: visual, auditory, kinesthetic, combination. "Where can we find this information?" "How might a peer answer or ask...?" "How would someone in authority ask...?" Aloud: 1)list all clues, 2) determine what you need, 3) predict answer; ask what is another name for_____, 4) represent all information by drawing diagram, model, flow chart, and 5) check answer. Relate isolated fact learning to life skills (i.e., math processes to balancing checkbook letter of application, credit; driver's license. Read part of story, reflect, place self in setting, write end to the story; compare and contrast. There isn't <u>one</u> right answer. Develop vignettes to answer questions of "Why do you think_____?"

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Structuring Comments	"Cognitive scaffolding or intellectual bridge" that proves preparation for the lesson, explanation to link what has happened and what is about to happen.	
	Verbal markers to identify important information.	"This is important" "Be sure to remember..." "Four important points are 1,2,3,4."
	Sequence to provide continuity to learning; teacher expectation and standard; respect for learning.	Outline on board, underline lead words.
	Overview of lesson; develop a mental set for what is to be accomplish and how.	Point to objects to reinforce and tie to meaning for learning style preference.
	Statement to start and end lesson. Statement prior to question. Statement following question. Statement at the end of an episode.	Develop strategies for remembering - mnemonics.
	Clearly end one part, clearly begin new section.	"In summary....."
	Differentiate purpose, type of activity.	"The second topic will require..."
	Provide content related information during discussion, prior to questioning and culminating activity.	Use voice emphasis to provide structure.
		Base content on prerequisite knowledge and extend.
	Assist learners understanding of assignment.	Clarify terms - "Antoher way to say..."
	Generate a climate to benefit from mistakes.	"Look at that again..."
	Provide feedback to affirm or correct.	"Your process is right, just check your figures."
	Develop self-check examples; utilize contacts and self-paced materials.	"Predict the answer...?"
		"What other information do you need?"
		"Give an answer that represents a knowledge of physics... a sensitivity to ecology... a viewpoint in contrast to the text?

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Management of Transition	Efficient use of time; clarity and organization.	Begin and end class on time.
	Business-like orientation; achievement focus; opportunity to learn criterion material.	Teacher organized and ready to go; enthusiastic interaction; routine for homework; student initiated questions or problems.
	Reduce time loss between learning activities.	Attention cues: have question on board to be researched; interest-getter: "How do you think...?"
	Focused instruction time; on-task study.	Create blocks of study time; monitor; checkpoints.
	Develop self-starting learning exercises, pacing flexible time frame orientation.	Long-term assignments; sequence of class time posted, have materials readily available; don't provide all directions orally.
	Avoid rushing or hurry-up activities.	Acknowledge "sustained study time."
	Minimize interruptions; design prompt attention to attendance and routines; avoid confusing or conflicting directions.	Cut visitors, intercom and teacher announcements.
	Use of group alerting and accountability.	Magic slates or cards at desks; charts; profiles; or card files to record progress.
	Props; Avoid pattern of questioning.	State question then name person to respond. Distribute questions equitably.
	Awareness of dangles	Incomplete statements; interruption of thought and never return; "You know..." "Look at the board..."
	flip flops	Begin an activity "Open your math books to page 11, Jim read;" "Oh, on your spelling papers..."
	overlapping	Addressing two tasks simultaneously (i.e., visual monitoring of class; while listening to oral reader).
	with-it-ness or managing surface behavior	Knowledge of what is happening in all areas of the class
	thrusts	Major emphasis and build-up for topic to be dropped without closure.

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